

Student's Name _____

Iowa Alternate Assessment 2008-2009 <i>Science Rating Scale</i> <i>Grade 11</i>		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Science Standard 1: Students can understand and apply skills used in scientific inquiry					
1.1	Identifies or states purpose of an experiment being conducted in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.2	Compares and makes conclusions about objects to determine differences in size (shorter/longer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.3	Compares and makes conclusions about objects to determine differences in weight (heavier/lighter)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.4	Observe and draw conclusions as to texture (rough/smooth)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.5	Observe and draw conclusions about viscosity of different liquids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.6	Observe and draw conclusions about temperature (warmer/colder)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.7	Answers question about the scientific process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.8	Draws conclusions in an experiment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.9	Selects and uses scientific tools for measurement (length)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.10	Selects and uses scientific tools for measurement of mass (scale)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.11	Selects and uses scientific tools for measurement of volume (teaspoons, measuring cups, beakers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.12	Classify items, organize the data, and represent in a chart, table, or graph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.13	Identify, investigate, and form conclusions about patterns and trends (order sequence)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.14	Demonstrates safe techniques for investigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %

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Science Standard 2: Students can understand concepts and relationships in life science					
2. 15	Identifies and discriminates a variety of species: wild animals, plants, and humans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2. 16	Identifies or characterizes some animals as predators to other animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2. 17	Conduct an investigation, analyze data, and form a conclusion to demonstrate that variations in data exist (differences in height, eye color, variations between leaves, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2. 18	Conduct and analyze an investigation with a plant to determine how the environment effects its growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2. 19	Classify the parts of a food chain (animals (including humans), plants, humans, decomposers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2. 20	Specify and explain the relationships between the steps of a food chain (sun, producers, consumers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2. 21	Identify that food sources come from the environment (bread comes from wheat)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
Science Standard 3: Students can understand concepts and relationships in Earth/space sciences					
3. 22	Form conclusions about how land forms were created	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
3. 23	Identify differences in rocks (color, texture, composition)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
3. 24	Identify weather through observation (clouds, temperature, wind, rain, and snow)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
3. 25	Organize and graph qualitative observations about weather (clouds, temperature, wind, rain, snow)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
3. 26	Identify materials/clothing/recreation/transportation appropriate to the weather	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %

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3. 27	Recognize and identify states of water (solid, liquid, gas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
3. 28	Form a conclusion based on precipitation (snow, hail, rain)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
3. 29	Identify uses of water (bathing, drinking, cooking, recreation, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
3. 30	Recognize and identify ways to conserve water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
3. 31	Analyze effects of the water cycle on living organisms (precipitation, evaporation, condensation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
Science Standard 4: Students can understand concepts and relationships in physical science					
4. 32	Accurately predicts how far a ball will roll if pushed (acceleration and velocity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
4. 33	Draws conclusions whether magnets will repel (separate) or attract (come together)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
4. 34	Make comparisons between different types and quantities of batteries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
4. 35	Classify mixtures as homogeneous and heterogeneous (salt water is homogeneous and chocolate chip cookie batter is heterogeneous)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
4. 36	Graph objects based on physical properties (textures, living vs. nonliving, type of object)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
4. 37	Investigate how different things can be made from the same materials (wood=furniture, paper, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
4. 38	Investigate how combining two or more materials may result in a product that has different properties than original materials (home-made ice cream, pottery, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
4. 39	Analyze and evaluate given data to determine states of matter of an object (solid, liquid, gas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
4. 40	Observe and draw conclusions that objects can move at different speeds based on the amount of force applied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %